



CSD
Education
Survey

**Communication Sciences and Disorders Education
Trend Data**

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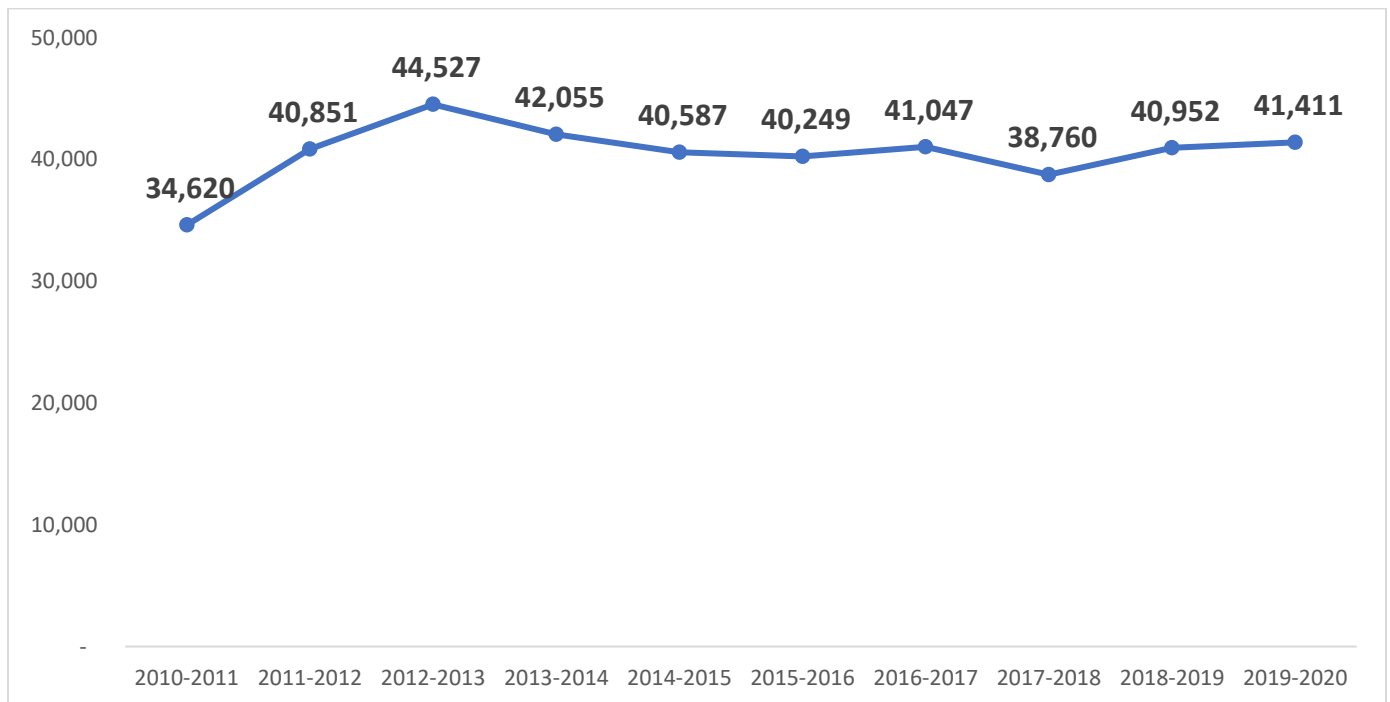


Undergraduate Programs

2010–2011 to 2019–2020

Total Enrollment

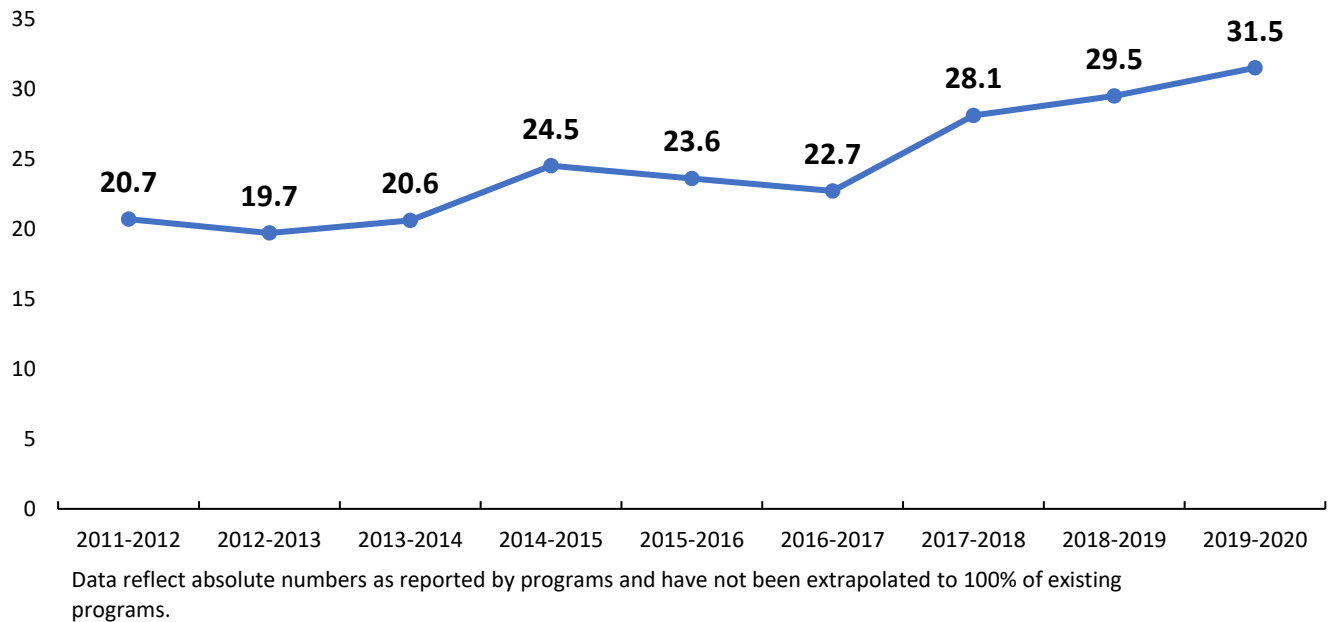
Total enrollment in undergraduate communication sciences and disorders (CSD) programs increased from 34,620 in 2010-2011 to 44,527 in 2012-2013, then mostly decreased between 2012-2013 and 2017-2018. Total enrollment increased to 41,411 in the most recent academic year (2019-2020), averaging 40,506 over the 10-year period.



Data have been extrapolated to 100% of existing programs.

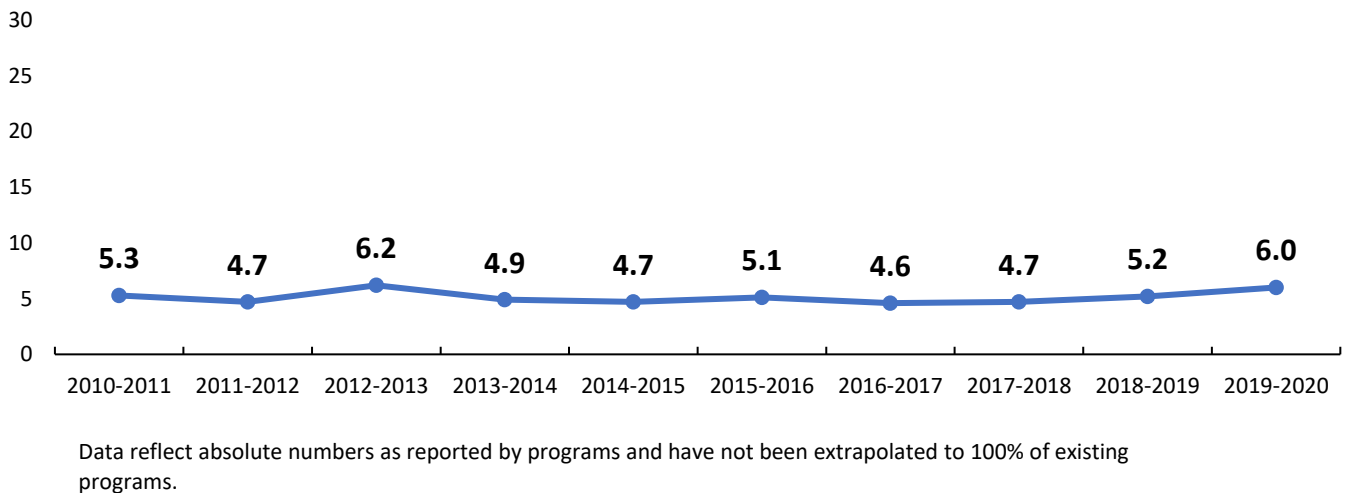
Minority Student Enrollment

The percentage of racial/ethnic minority students enrolled in undergraduate CSD programs remained relatively stable between the 2011–2012 and 2013–2014 academic years, increasing to 31.5% in the most recent academic year (2019–2020). The percentage of racial/ethnic minority students enrolled in undergraduate CSD programs averaged 24.5% over the 9-year period.



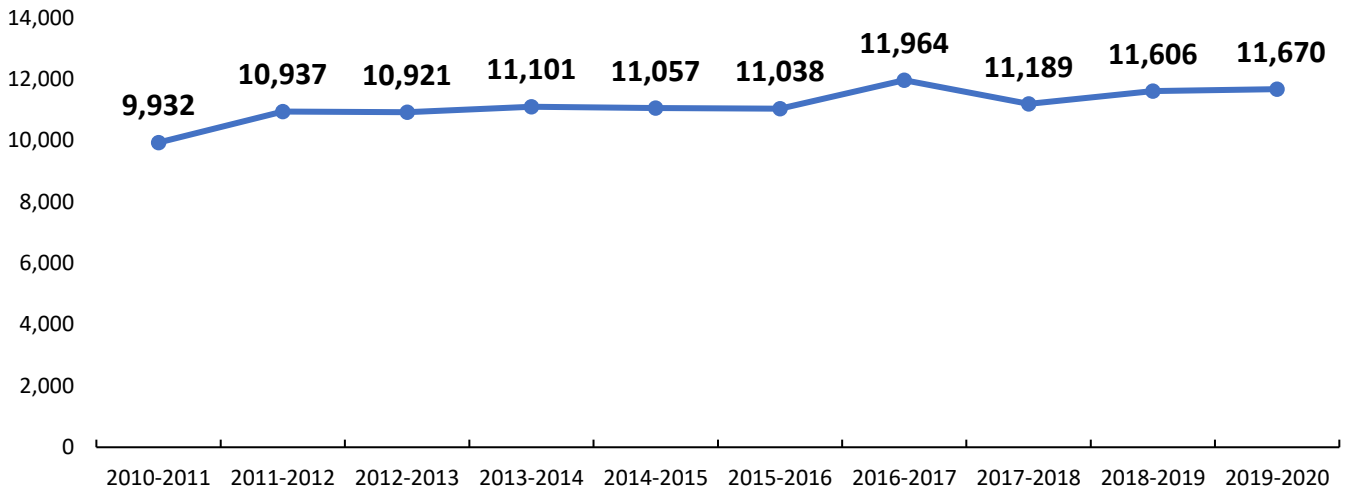
Male Student Enrollment

The percentage of males enrolled in undergraduate CSD programs averaged 5.1% between 2010–2011 and 2019–2020, ranging from 4.6% in 2016–2017 to 6.2% in 2012–2013.



Degrees Granted

The number of undergraduate degrees granted mostly increased from 9,932 in 2010–2011 to 11,964 in 2016–2017, slightly decreased to 11,189 in 2017-2018, then increased to 11,670 in the most recent academic year (2019-2020). The number of undergraduate degrees granted averaged 11,142 between 2010–2011 and 2019–2020.



Data have been extrapolated to 100% of existing programs.

The data in this report were gathered through the annual *Communication Sciences and Disorders (CSD) Education Survey*. The number of institutions responding to the survey varies from year to year. For more information on the *CSD Education Survey National Aggregate Data Tables*, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSDEducationSurvey@asha.org.



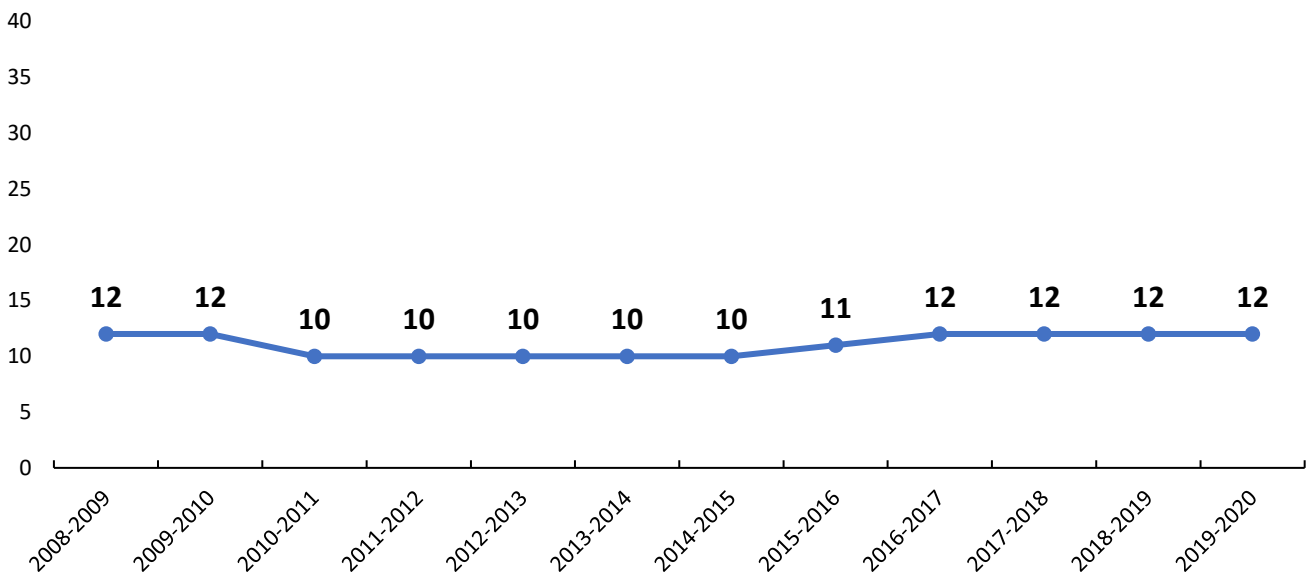
Audiology Clinical Doctorate Entry-Level Programs

2008–2009 to 2019–2020

Beginning in 2007, the AuD became the entry-level degree for the clinical practice of audiology.

Median Capacity for Admissions

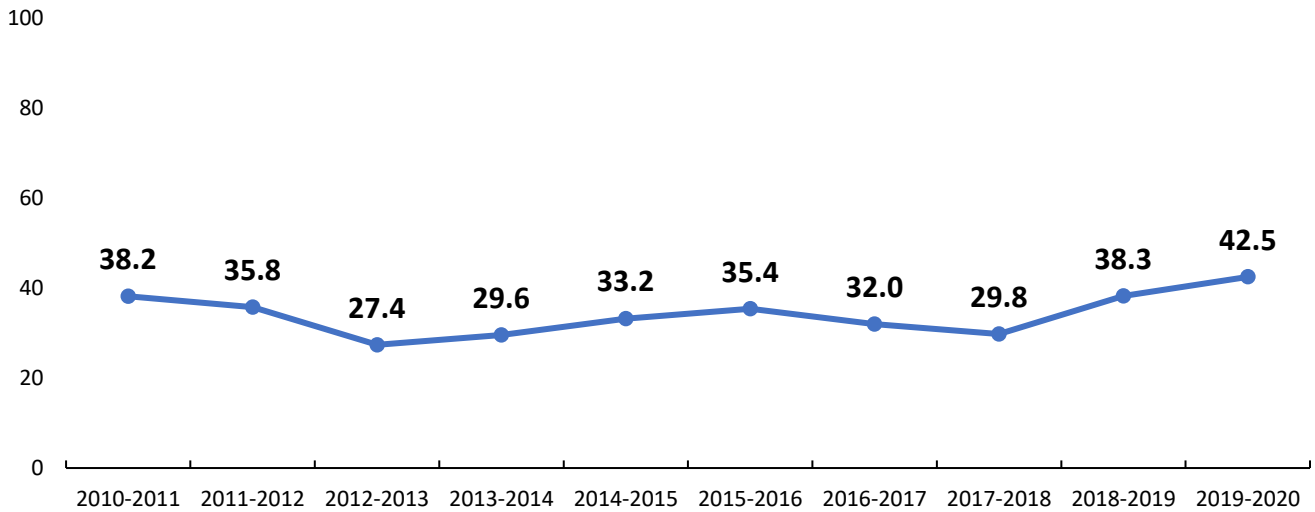
The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for admissions for audiology clinical doctorate entry-level programs remained between 10 and 12 between 2008–2009 and 2019–2020, ranging from 0 to 27 in the most recent academic year (2019–2020). Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

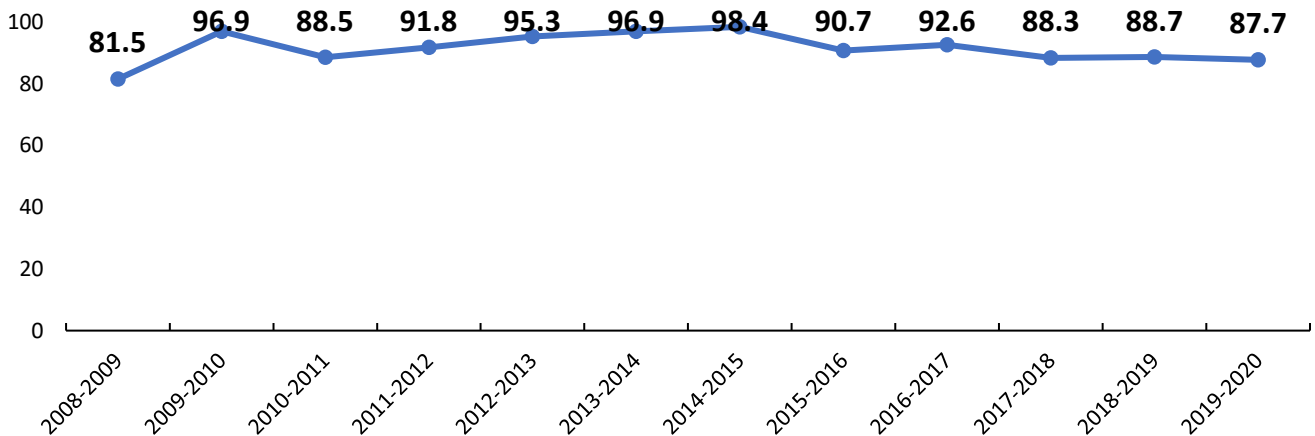
The percent of applicants approved for admission for audiology clinical doctorate entry-level programs averaged 34.2% between 2010–2011 and 2019–2020, ranging from 27.4% in 2012-2013 to 42.5% in the most recent academic year (2019–2020).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

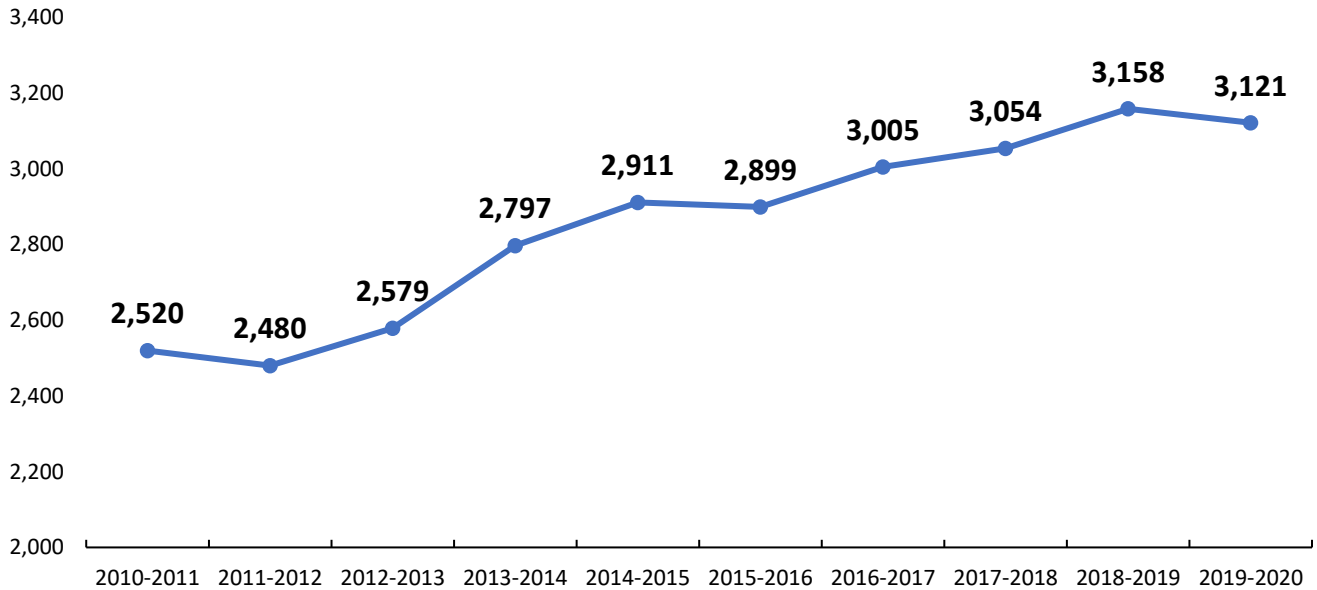
First year enrollment divided by student capacity for audiology clinical doctorate entry-level programs averaged 91.4% between 2008–2009 and 2019–2020, ranging from 81.5% in 2008-2009 to 98.4% in 2014-2015.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Total Enrollment

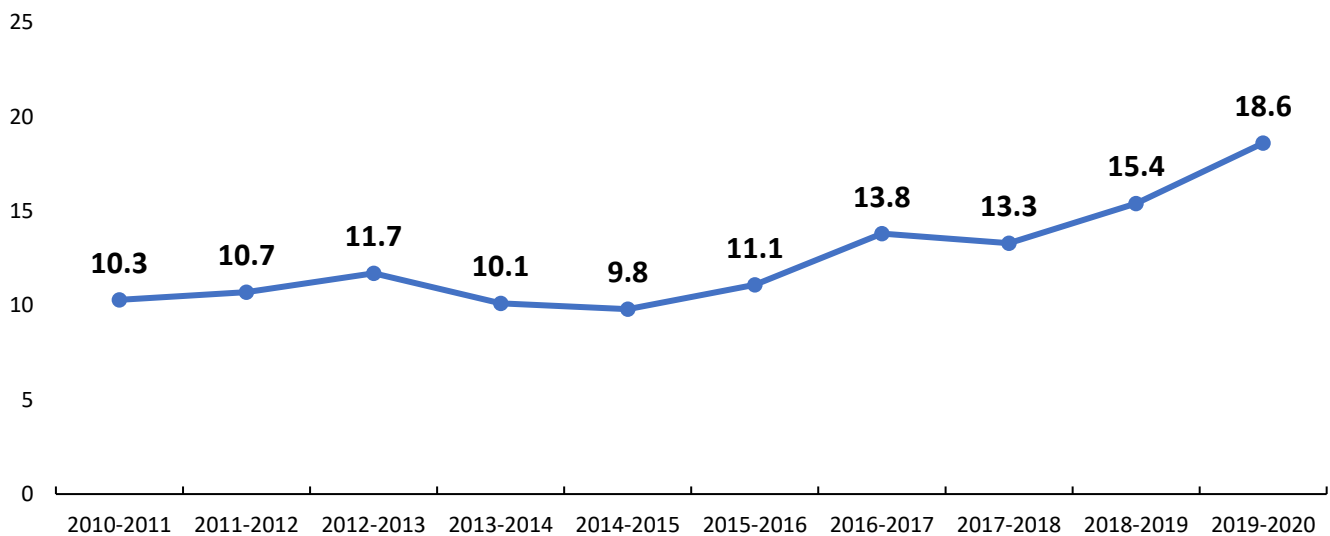
Total enrollment for audiology clinical doctorate entry-level programs was 3,121 in the 2019–2020 academic year, a 23.8% increase over 2010–2011. Total enrollment decreased from 2,520 in 2010-2011 to 2,480 in 2011-2012, then mostly increased between 2011-2012 and 2019-2020.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

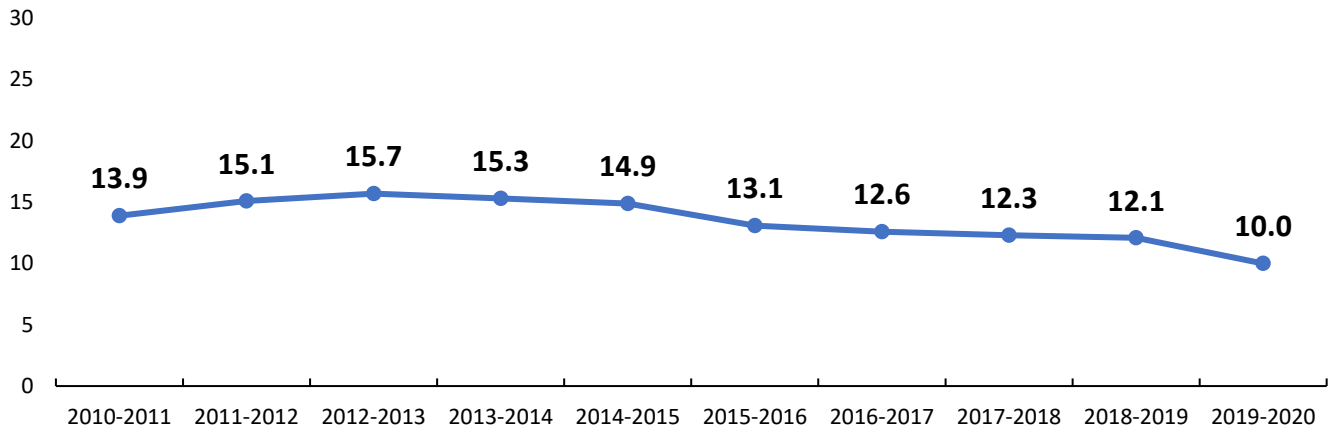
The percentage of racial/ethnic minority students enrolled in audiology clinical doctorate entry-level programs averaged 12.5% between 2010-2011 and 2019-2020, ranging from 9.8% in 2014-2015 to 18.6% in the most recent academic year (2019-2020).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

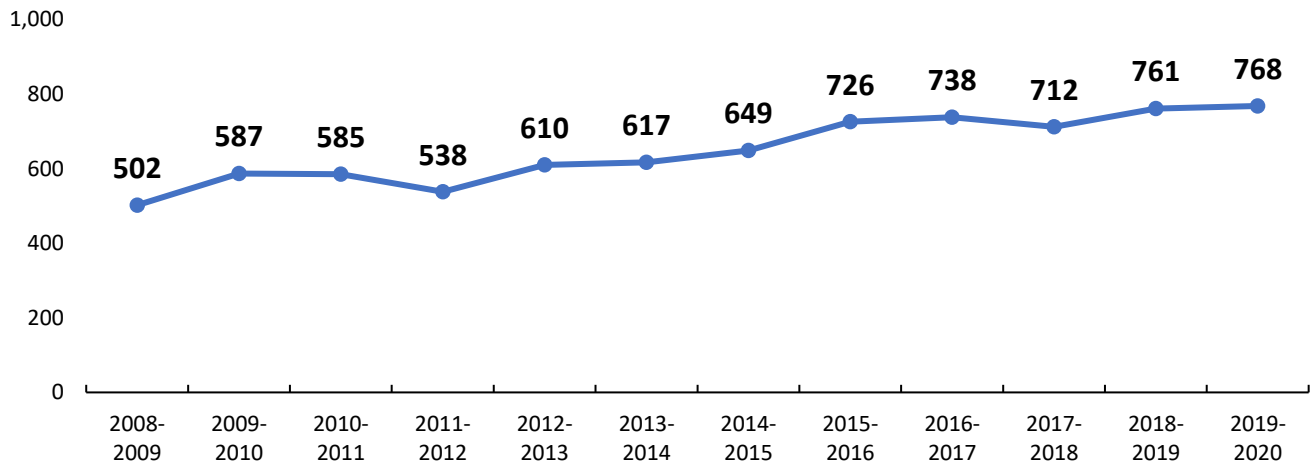
The percentage of males enrolled in audiology clinical doctorate entry-level programs has averaged 13.5% between 2010–2011 and 2019–2020. The percentage of males increased from 13.9% in 2010–2011 to 15.7% in 2012–2013, then gradually decreased to 10.0% in 2019–2020.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

The number of audiology clinical doctorate entry-level degrees granted increased from 502 in 2008–2009 to 768 in 2019–2020, a 53.0% increase, and averaged 649 over the 12-year period.



Data have been extrapolated to 100% of existing programs.

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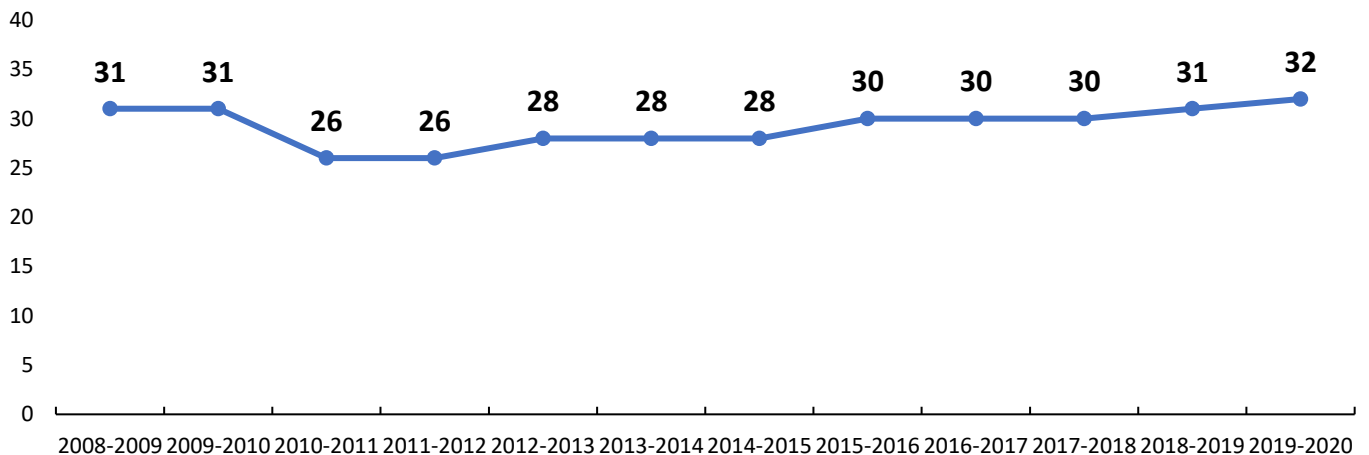


Speech-Language Pathology Master's Programs

2008–2009 to 2019–2020

Median Capacity for Admissions

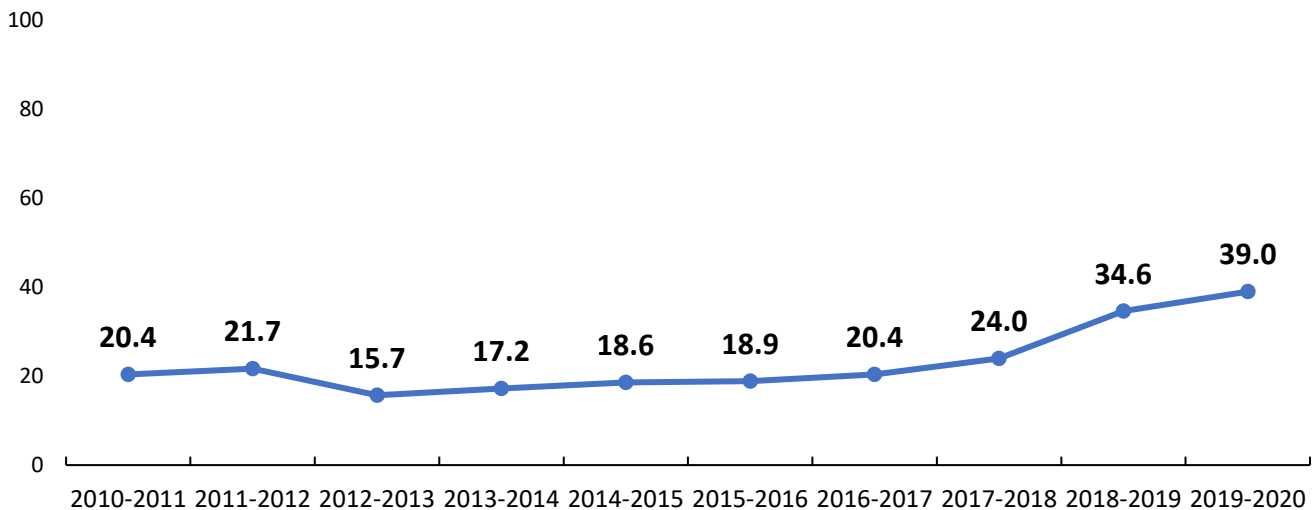
The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for admissions for speech-language pathology master's programs remained between 26 and 32 for the time period from 2008–2009 to 2019–2020, ranging from 0 to 363 in the most recent academic year (2019–2020). Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

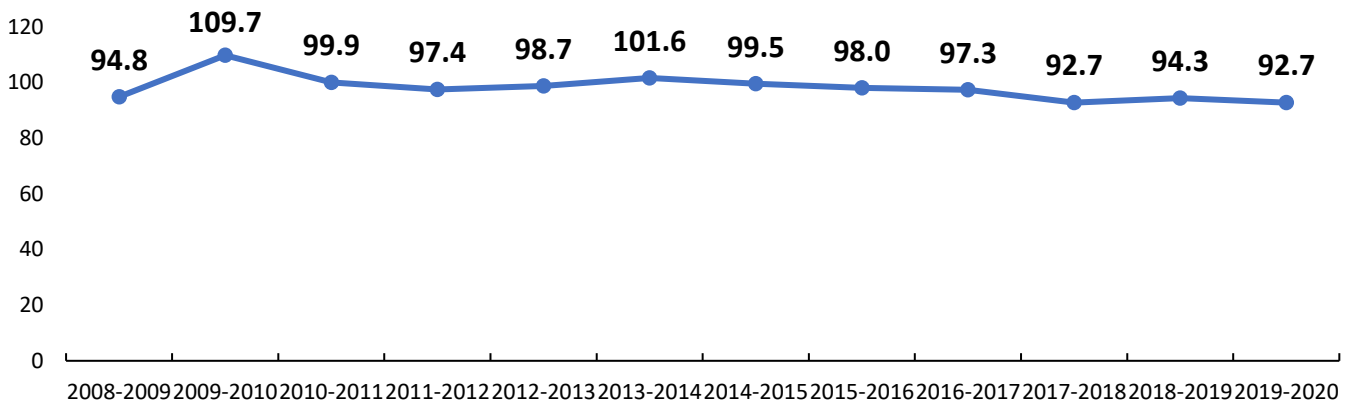
The percent of applicants approved for admission for speech-language pathology master's programs averaged 23.1% between 2010–2011 and 2019–2020, ranging from 15.7% in 2012-2013 to 39.0% in the most recent academic year (2019–2020).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

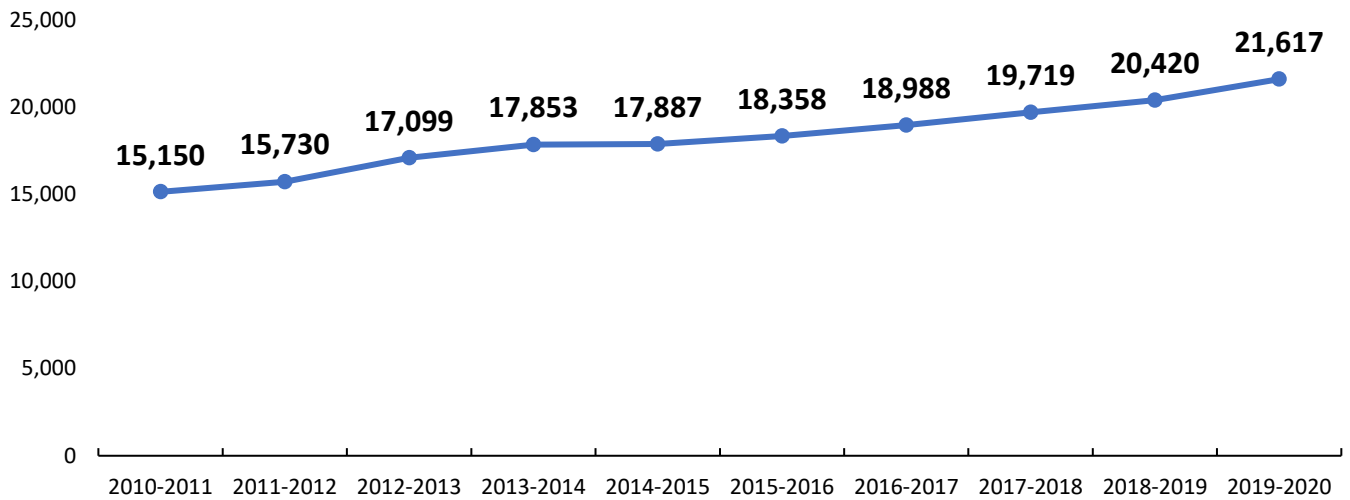
First year enrollment divided by student capacity for speech-language pathology master's programs remained close to, and twice exceeded, 100.0% between 2008–2009 and 2019–2020, averaging 98.1 over the 12-year period.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Total Enrollment

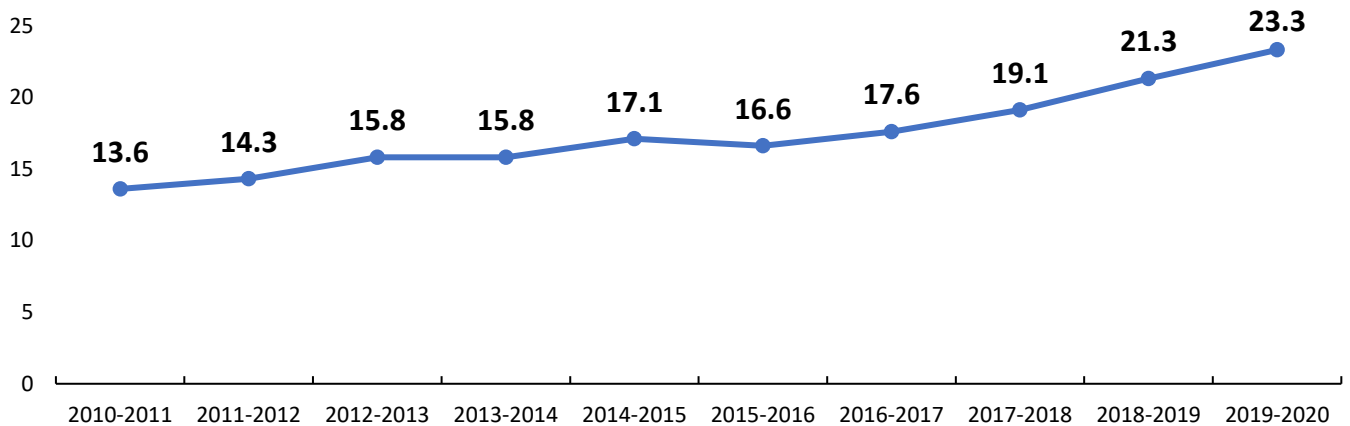
Total enrollment for speech-language pathology master's programs steadily increased between 2010-2011 and 2019–2020, reaching 21,617 in the 2019–2020 academic year, a 42.7% increase over 2010–2011.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

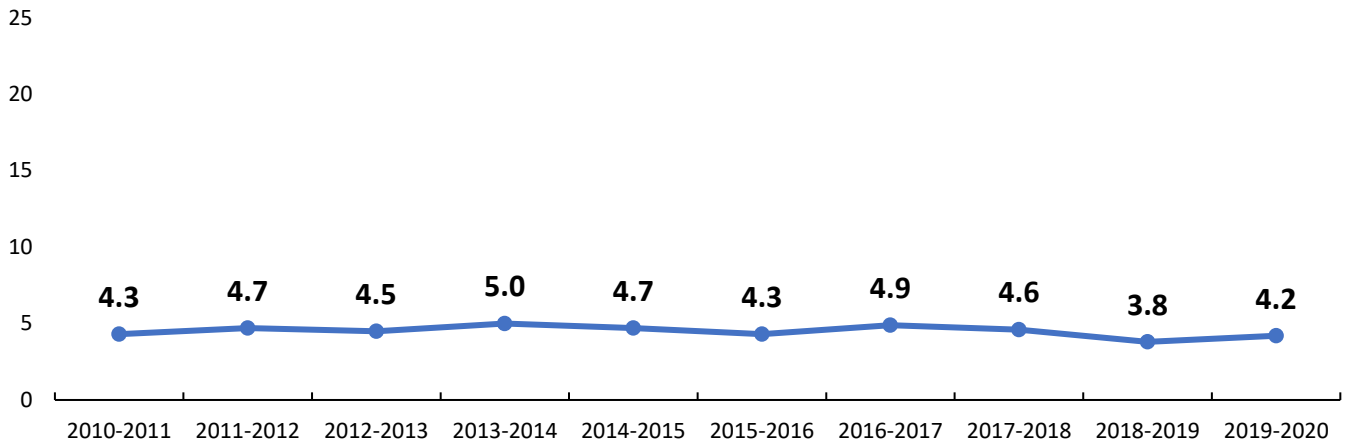
The percentage of racial/ethnic minority students enrolled in speech-language pathology master's programs mostly trended upward between the 2010–2011 and 2019–2020 academic years, from 13.6% in 2010-2011 to 23.3% in the most recent academic year (2019–2020).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

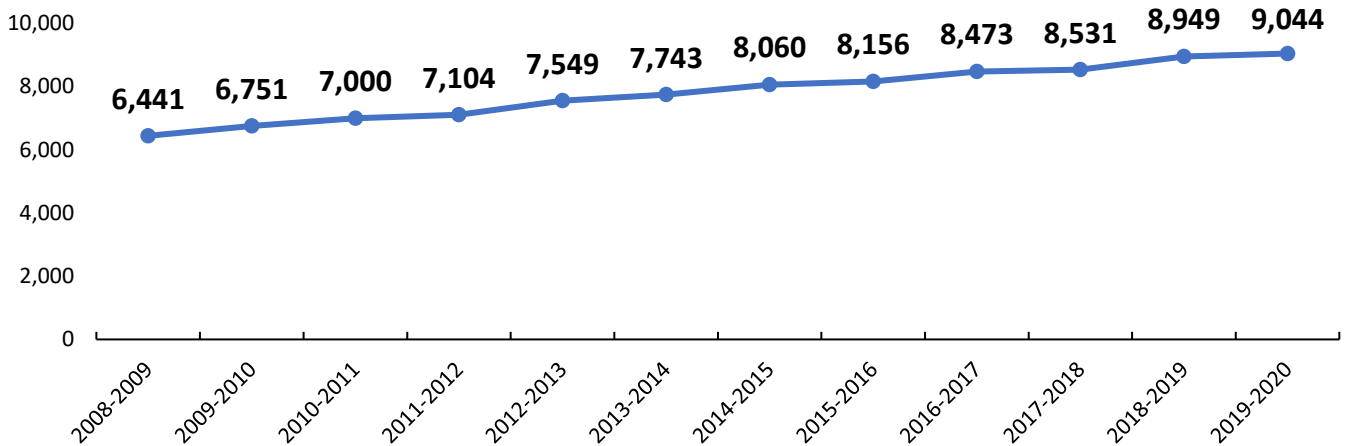
The percentage of males enrolled in speech-language pathology master's programs averaged 4.5% between 2010–2011 and 2019–2020, ranging from 3.8% in 2018-2019 to 5.0% in 2013-2014.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

The number of speech-language pathology master's degrees granted steadily increased from 6,441 in 2008–2009 to 9,044 in 2019–2020, a 40.4% increase.



Data have been extrapolated to 100% of existing programs.

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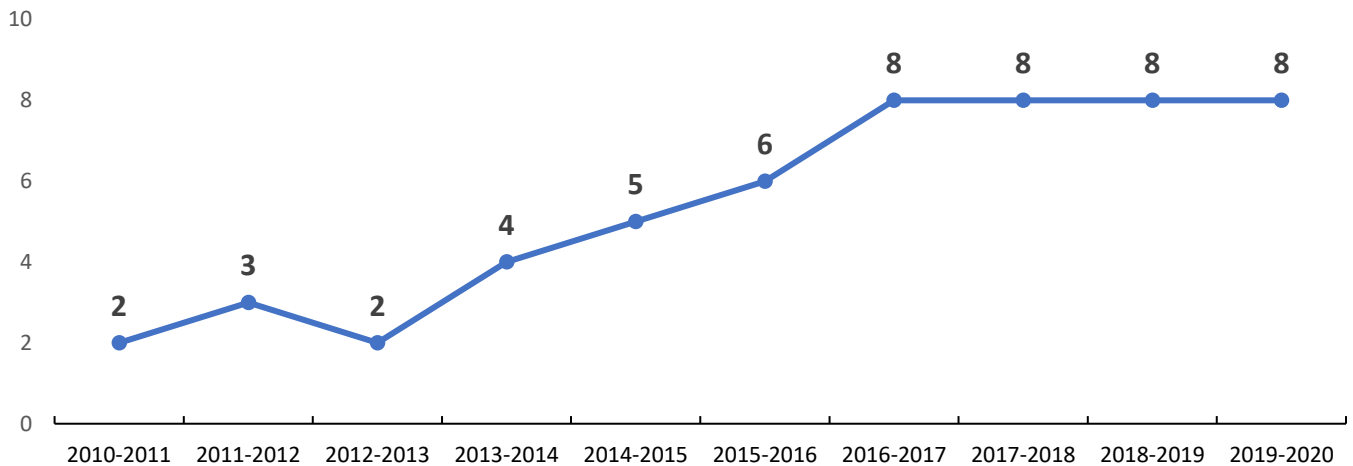


Speech-Language Pathology Clinical Doctorate Post Entry-Level Programs

2010–2011 to 2019–2020

Number of Programs

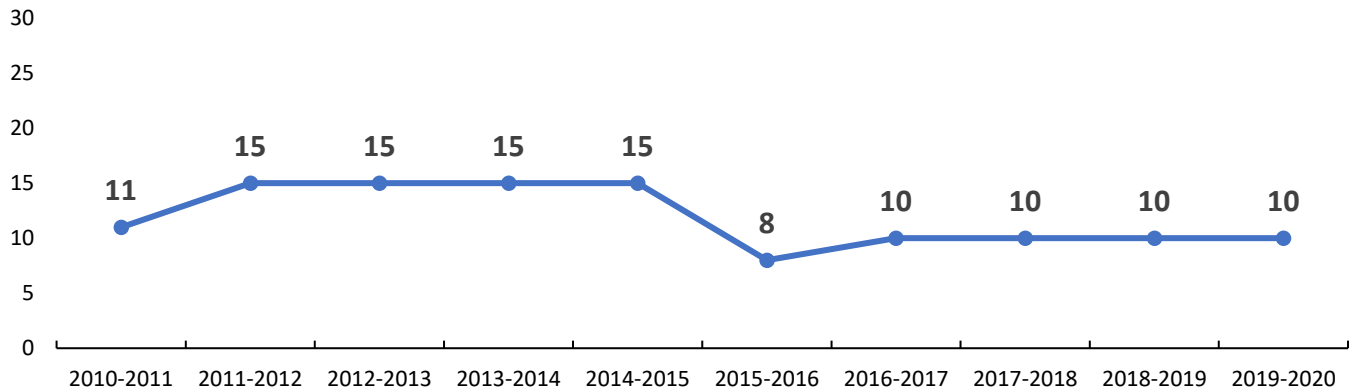
The number of speech-language pathology clinical doctorate post entry-level programs increased from two in 2010-2011 to eight in the last four academic years (2016-2017 to 2019-2020).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Median Capacity for Admissions

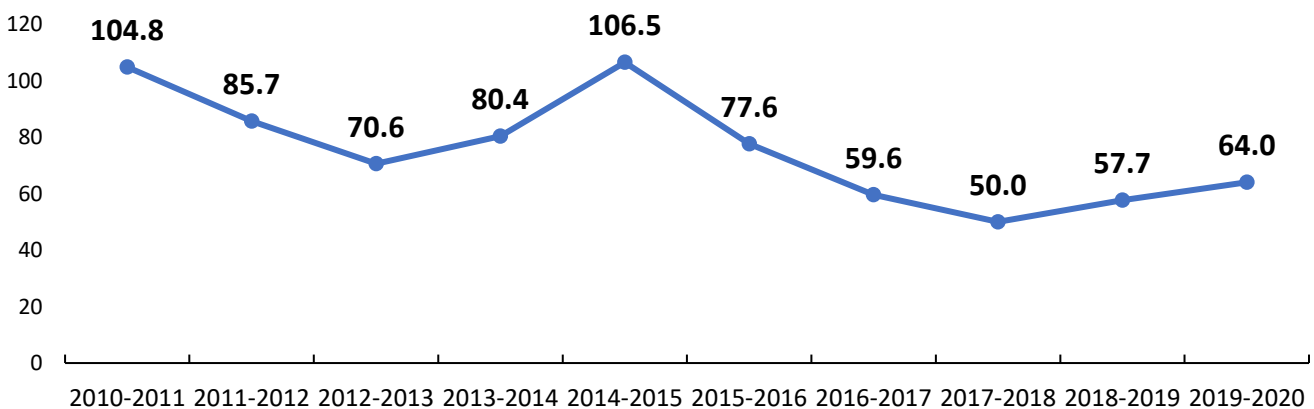
The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for admissions for speech-language pathology clinical doctorate post entry-level programs decreased from a four-year plateau of 15 to 8 in 2015–2016, then increased to 10 in the last four academic years (2016-2017 to 2019-2020). The median student capacity for admissions for speech-language pathology clinical doctorate post entry-level programs was 10 in 2019-2020, ranging from 0 to 45 across programs. Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

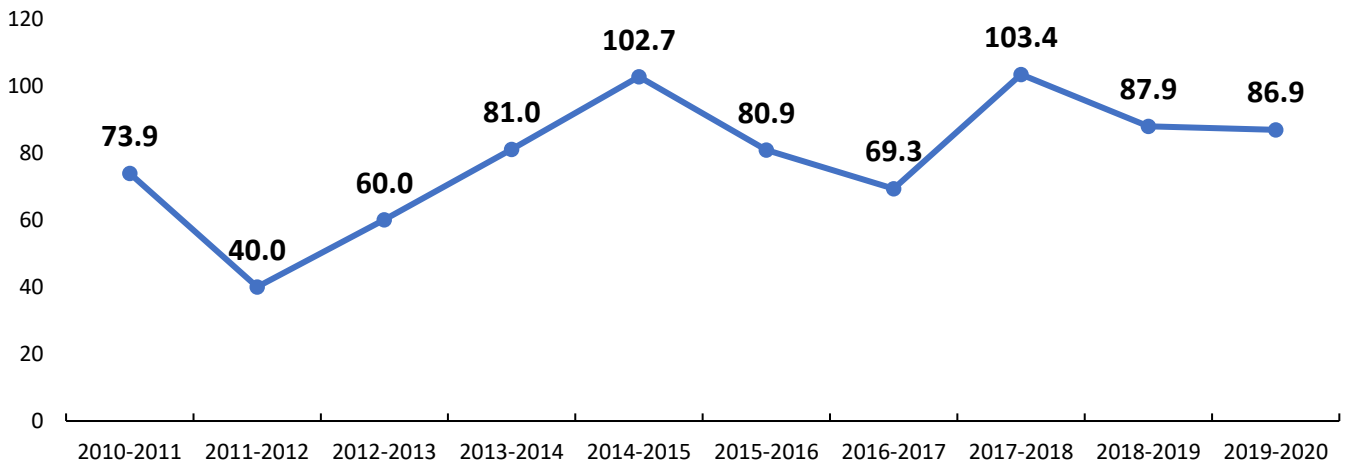
The percent of applicants approved for admission for speech-language pathology clinical doctorate post entry-level programs averaged 75.7% between 2010–2011 and 2019–2020, ranging from 50.0% in 2017-2018 to 106.5% in 2014-2015. Note that the *number* approved for admission has ranged from 12 in 2011-2012 and 2012-2013 to 116 in 2018-2019.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

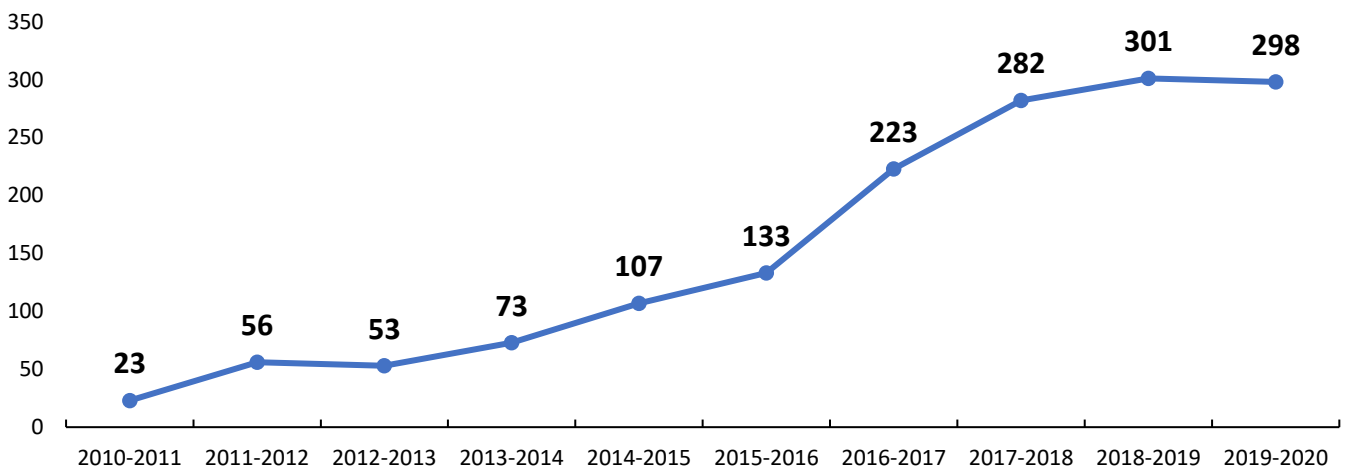
First year enrollment divided by student capacity for speech-language pathology clinical doctorate post entry-level programs averaged 78.6% between 2010–2011 and 2019–2020 and ranged from 40.0% in 2011-2012 to 103.4% in 2017-2018.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Total Enrollment

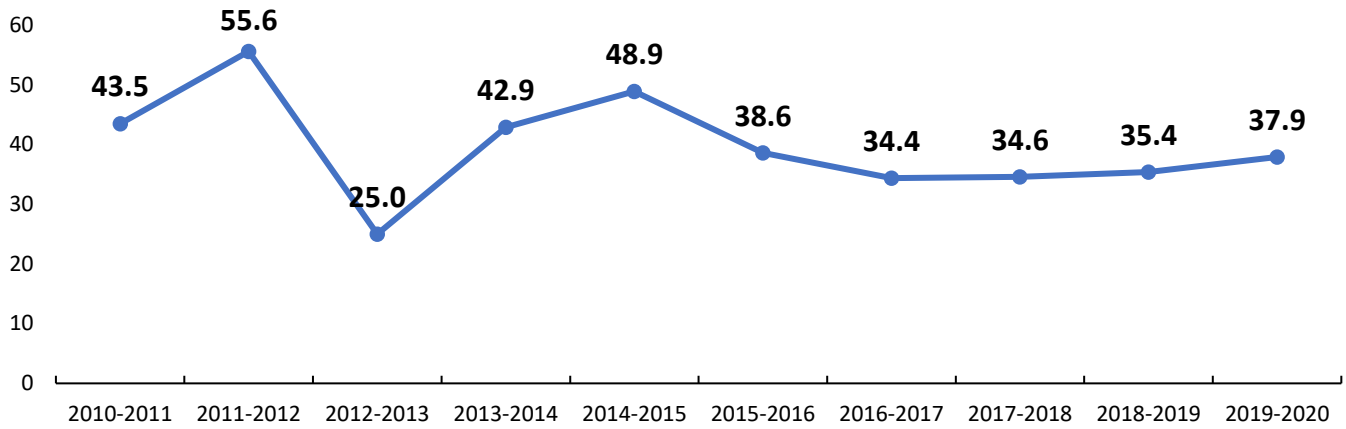
Total enrollment for speech-language pathology clinical doctorate post entry-level programs grew significantly (1,196%) between 2010-2011 and 2019-2020. Total enrollment increased from 23 in 2010-2011 to 301 in 2018-2019 and was 298 in 2019-2020.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

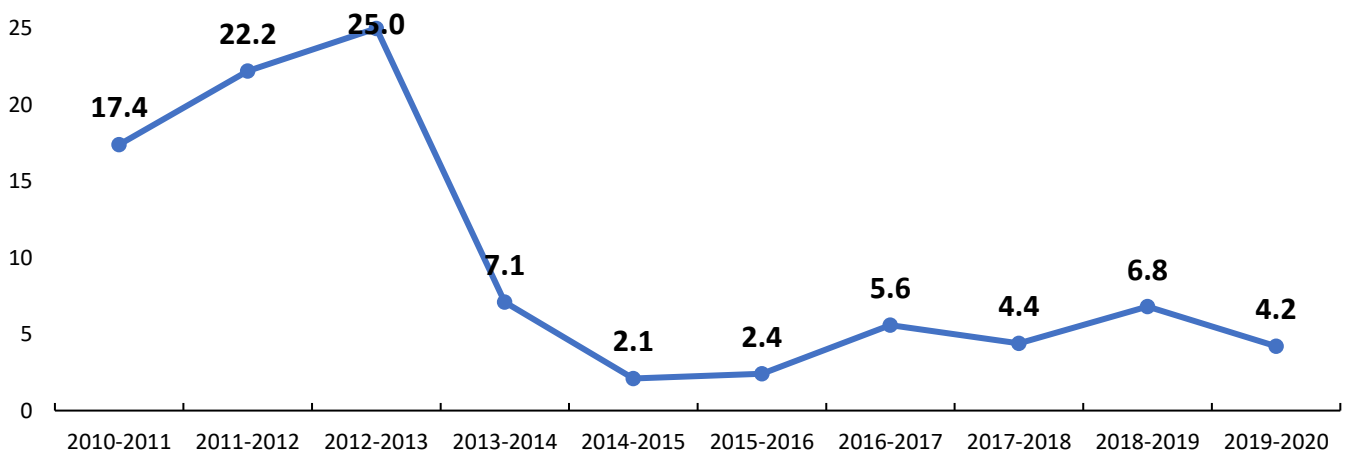
The percentage of racial/ethnic minority students enrolled in speech-language pathology clinical doctorate post entry-level programs averaged 39.7% between 2010-2011 and 2019-2020, remaining relatively steady in the last five academic years (2015-2016 to 2019-2020).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

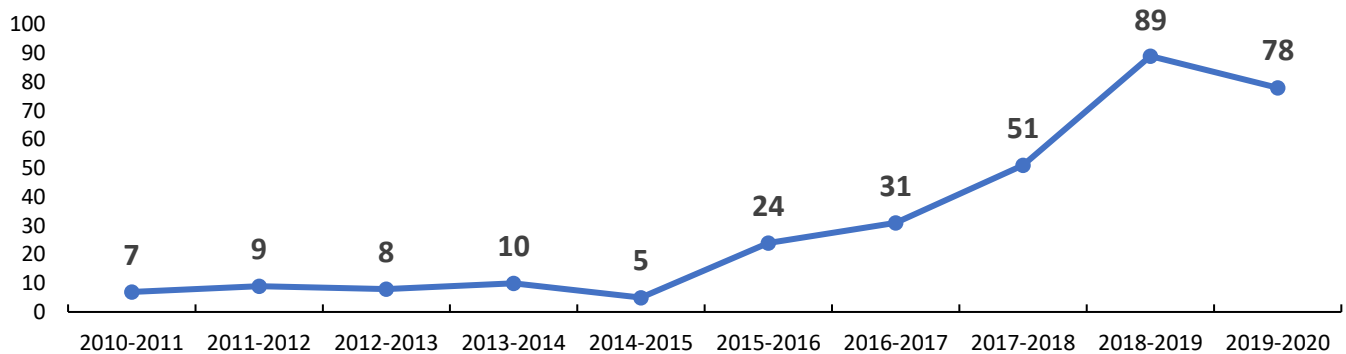
The percentage of males enrolled in speech-language pathology clinical doctorate post entry-level programs ranged from 25.0% in 2012-2013 to 2.1% in 2014-2015. The higher percentages in the earlier academic years may be due to the paucity of gender data reported (e.g., available for 16.1% of students in 2011-2012 compared to 75.0% of students in 2019-2020). The percentage of males enrolled in speech-language pathology clinical doctorate post entry-level programs in the last six academic years (2014-2015 to 2019-2020) has averaged 4.3%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

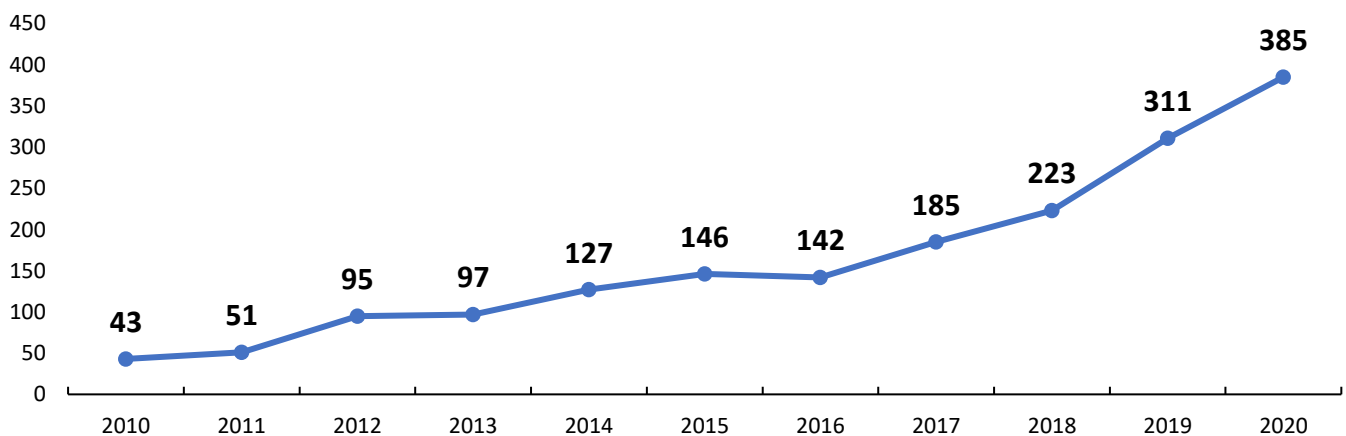
The number of speech-language pathology clinical doctorate post entry-level degrees granted fluctuated from 7 to 5 between 2010-2011 and 2014-2015, then significantly increased between 2014-2015 and 2019-2020. Seventy-eight speech-language pathology clinical doctorate post entry-level degrees were granted in the most recent academic year (2019-2020). The overall increase in the number of degrees granted may be a reflection of the growth in the number of speech-language pathology clinical doctorate post entry-level programs (i.e., from 2 to 8 in the 10-year period).



Data have been extrapolated to 100% of existing programs.

Number of ASHA Members with a Clinical Doctorate in Speech-Language Pathology

Based on ASHA's year-end counts, the number of ASHA members and affiliates who hold a clinical doctorate in speech-language pathology increased from 43 in 2010 to 385 in 2020. Note that these data include expected degrees, as well as those already conferred.



Data in the above graph are based on ASHA's [official membership and affiliation counts](#).

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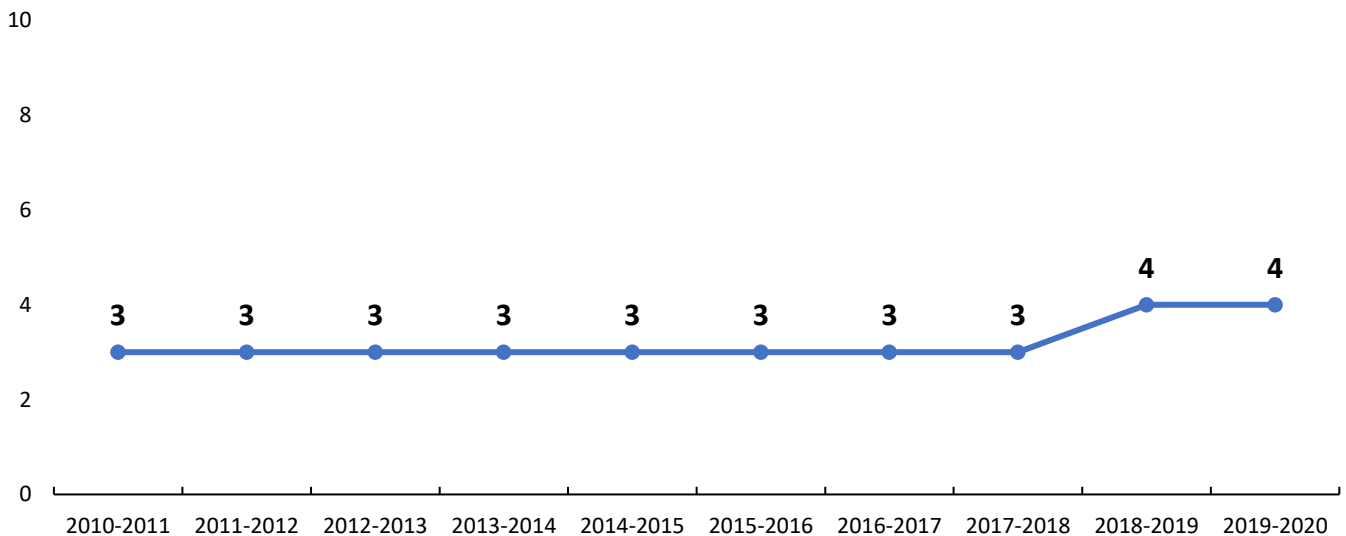


Research Doctorate Programs

2008–2009 to 2019–2020

Median Capacity for Admissions

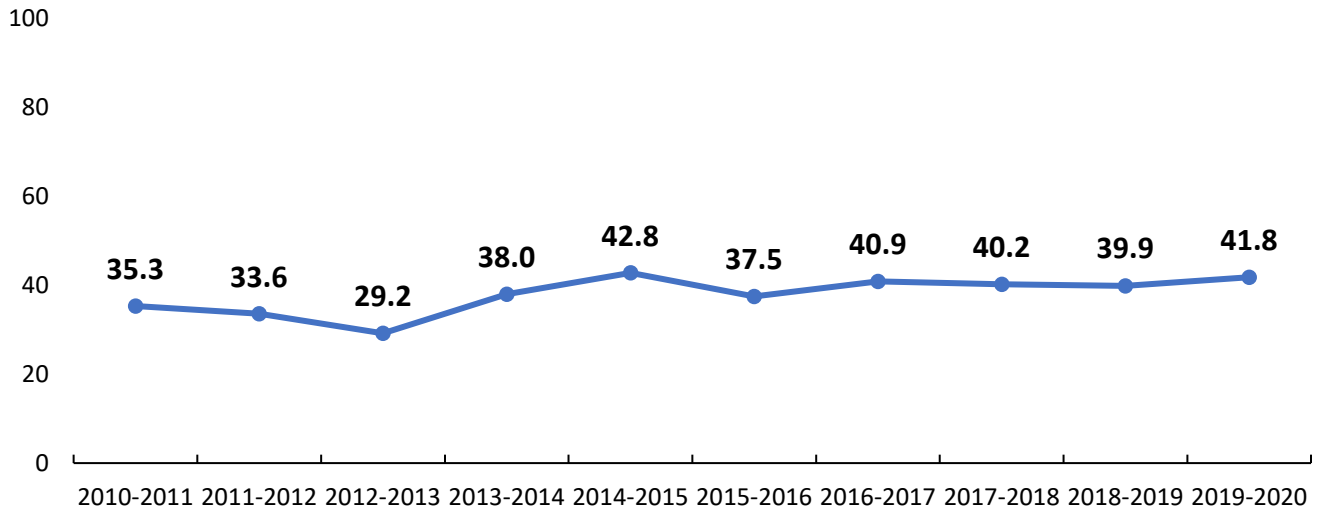
Data on student capacity in communication sciences and disorders (CSD) research doctorate programs was first collected in the 2010–2011 academic year. The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for research doctorate programs was flat between the 2010-2011 and 2017-2018 academic years. The median student capacity for admissions for research doctorate programs was 4, with a range of 0-21 in the most recent academic year (2019–2020). Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

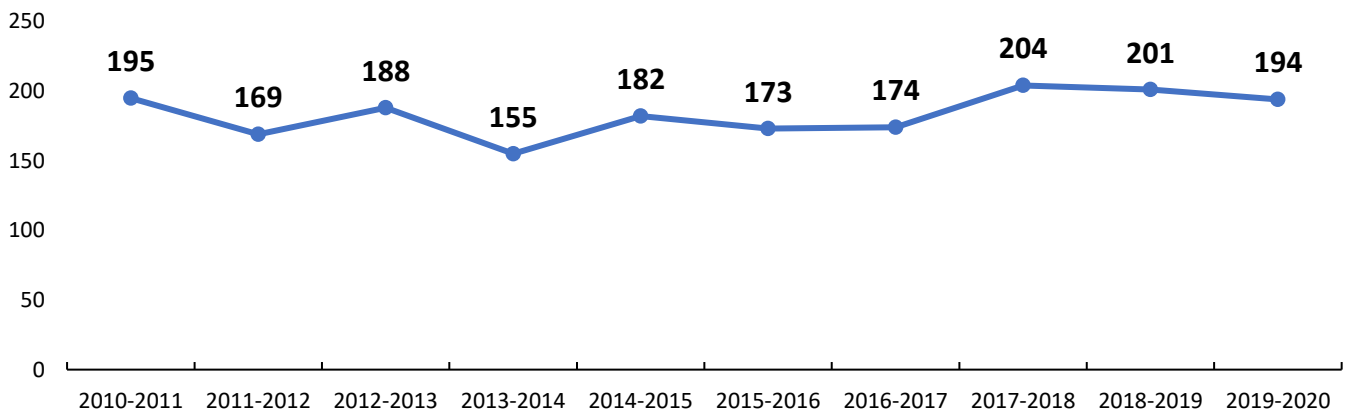
The percent of applicants approved for admission for CSD research doctoral programs averaged 37.9% between 2010–2011 and 2019–2020. In the most recent academic year (2019–2020), the percent of applicants offered admission was 41.8%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

First Year Enrollment

First year enrollment for CSD research doctoral programs was 194 in 2019-2020. It has fluctuated from year to year, ranging from 155 in 2013-2014 to 204 in 2017-2018, and averaging 184 over the 10-year period.

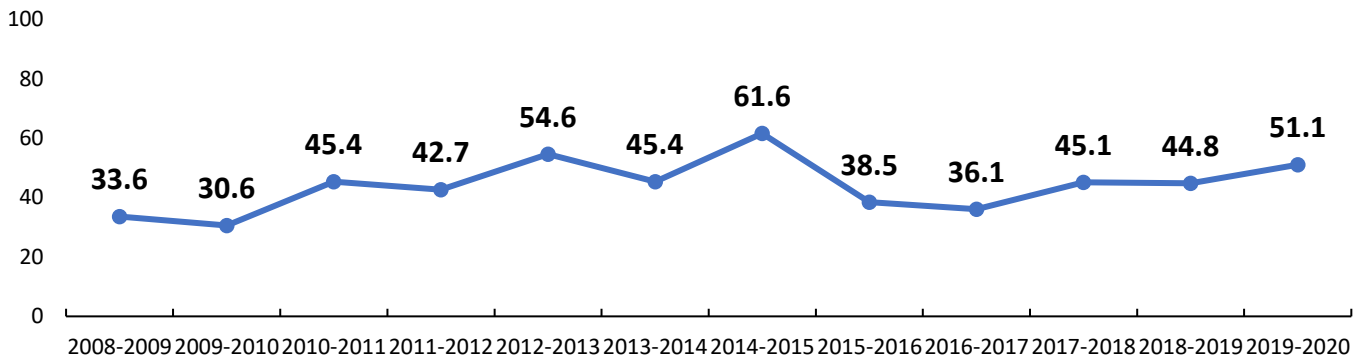


Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

First year enrollment divided by student capacity for CSD research doctoral programs ranged from 30.6% in 2009–2010 to 61.6% in 2014–2015; averaging 44.1% over the 12-year period. The first year enrollments over student capacity for research doctoral programs in 2019–2020 was 51.1%.

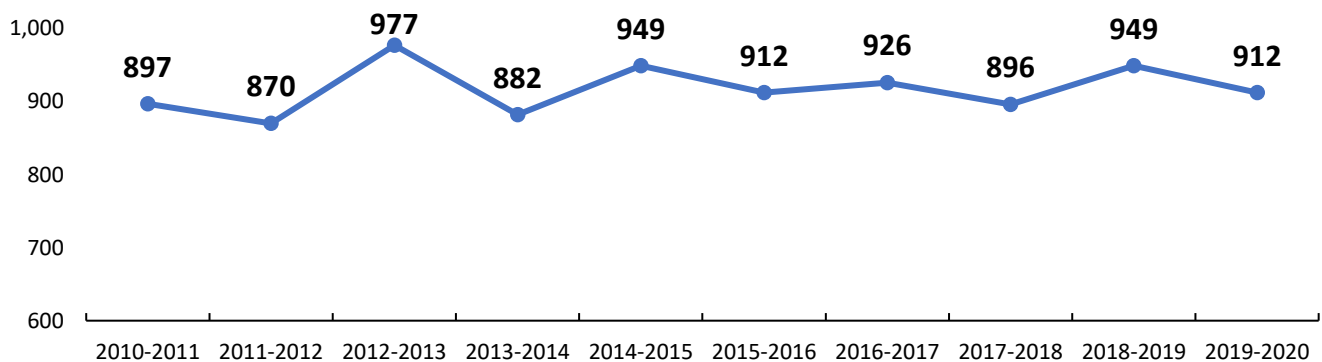
The drop from 61.6% in 2014-2015 to 38.5% in 2015-2016 and 36.1% in 2016-2017 is because CSD research doctoral programs reported higher capacity for 2015-2016 and 2016-2017, which caused the percent filled capacity to be lower. The total sum of capacity for all CSD research doctoral programs that responded was 237 in 2014-2015, 379 in 2015-2016, and 360 in 2016-2017.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs. Only data from programs who reported both first enrollment and student capacity are included in the analysis.

Total Enrollment

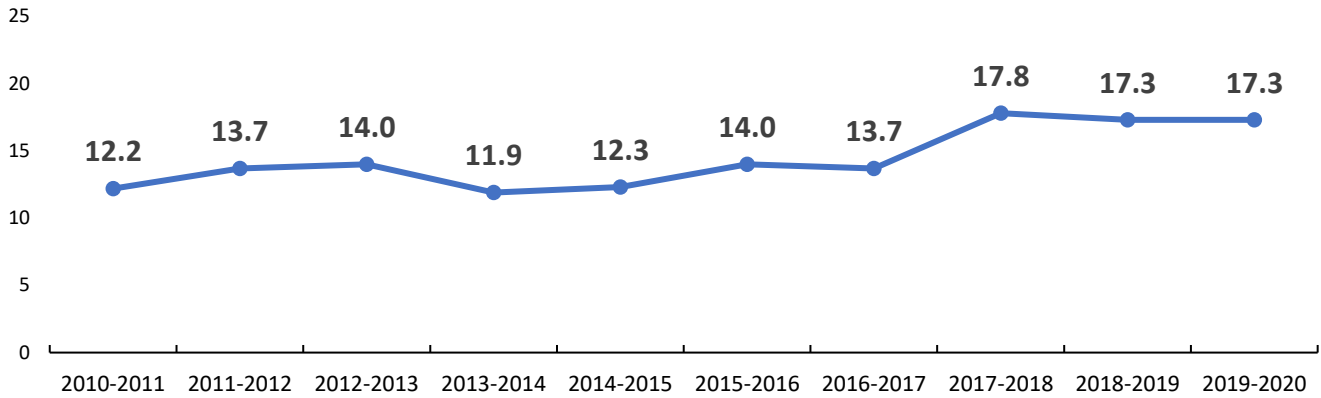
Total enrollment in CSD research doctoral programs for the time period from 2010–2011 to 2019–2020 shows some fluctuation from year to year, ranging from 870 in 2011-2012 to 977 in 2012-2013. Total enrollment was 912 in the most recent academic year, averaging 917 over the 10-year period.



Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

Minority Student Enrollment

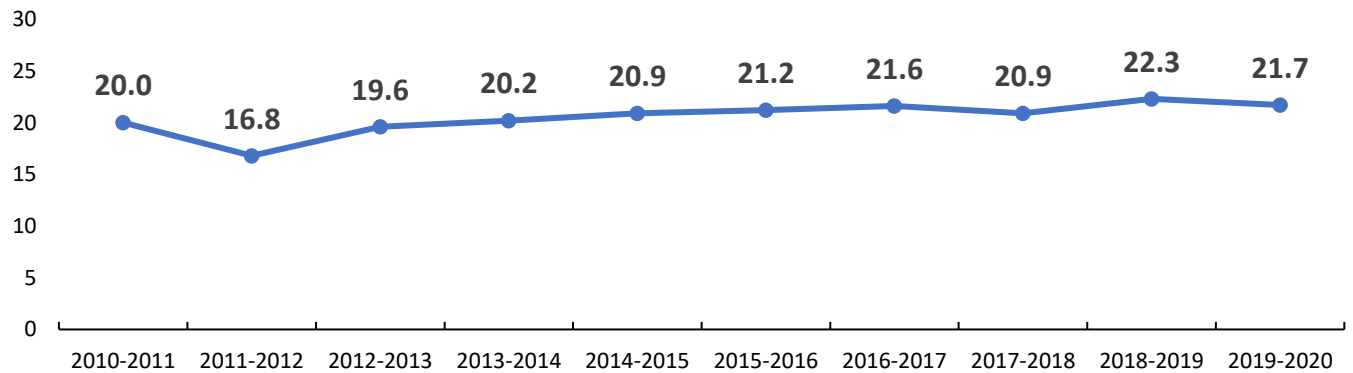
The percentage of racial/ethnic minority students enrolled in CSD research doctoral programs increased 41.8% between 2010–2011 and 2019–2020, ranging from 11.9% in 2013-2014 to 17.8% in 2017-2018.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

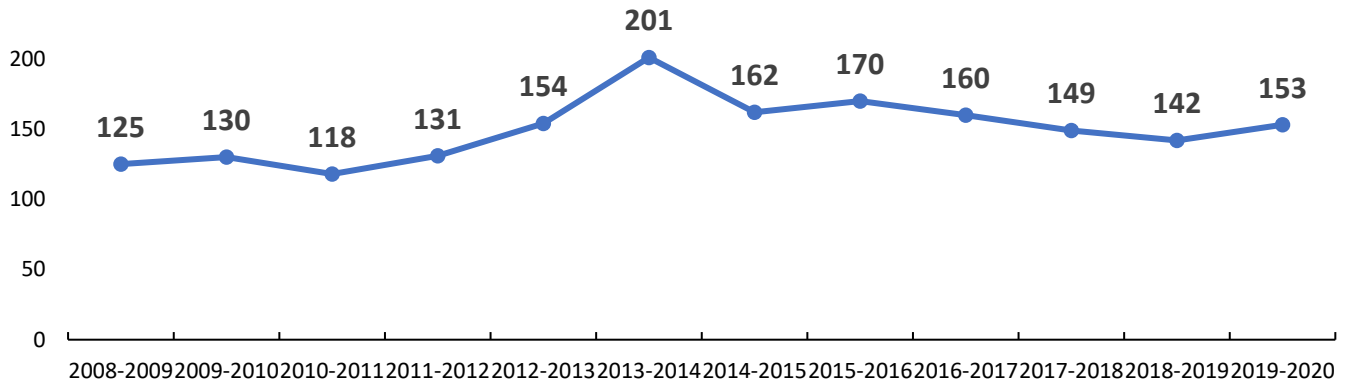
The percentage of males enrolled in CSD research doctoral programs averaged 20.5% between 2010–2011 and 2019–2020, ranging from 16.8% in 2011-2012 to 22.3% in 2018-2019.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

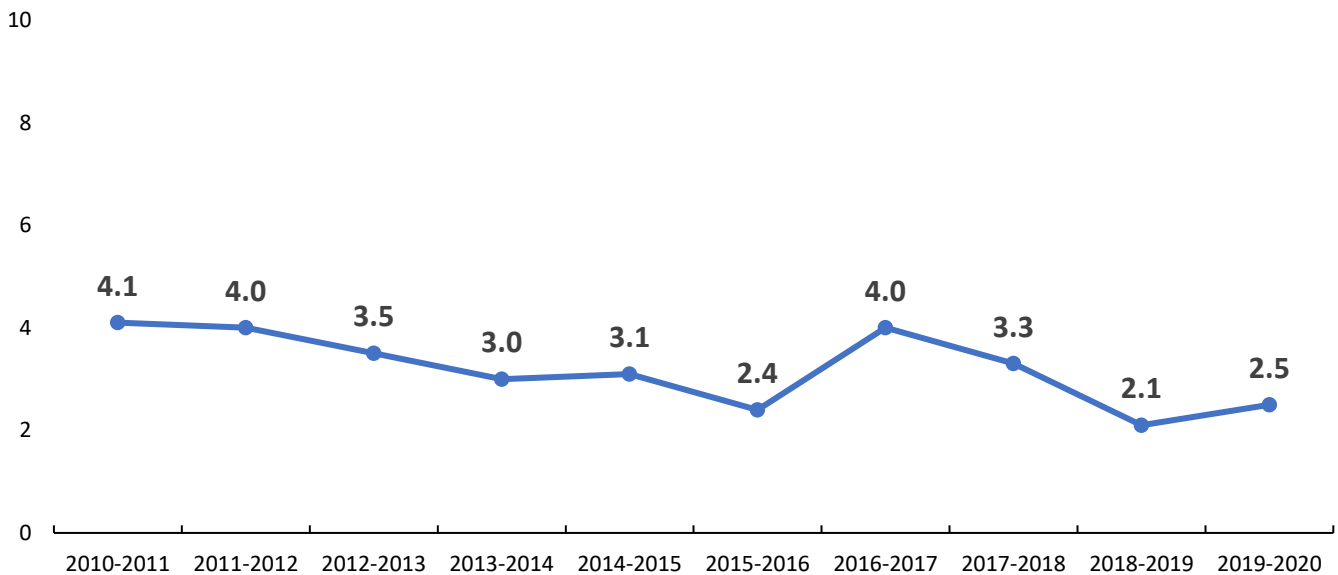
The number of research doctoral degrees granted averaged 150 between 2008-2009 and 2019-2020, ranging from 118 in 2010-2011 to 201 in 2013-2014. A total of 153 research doctoral degrees were granted in 2019-2020.



Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

Attrition Rate

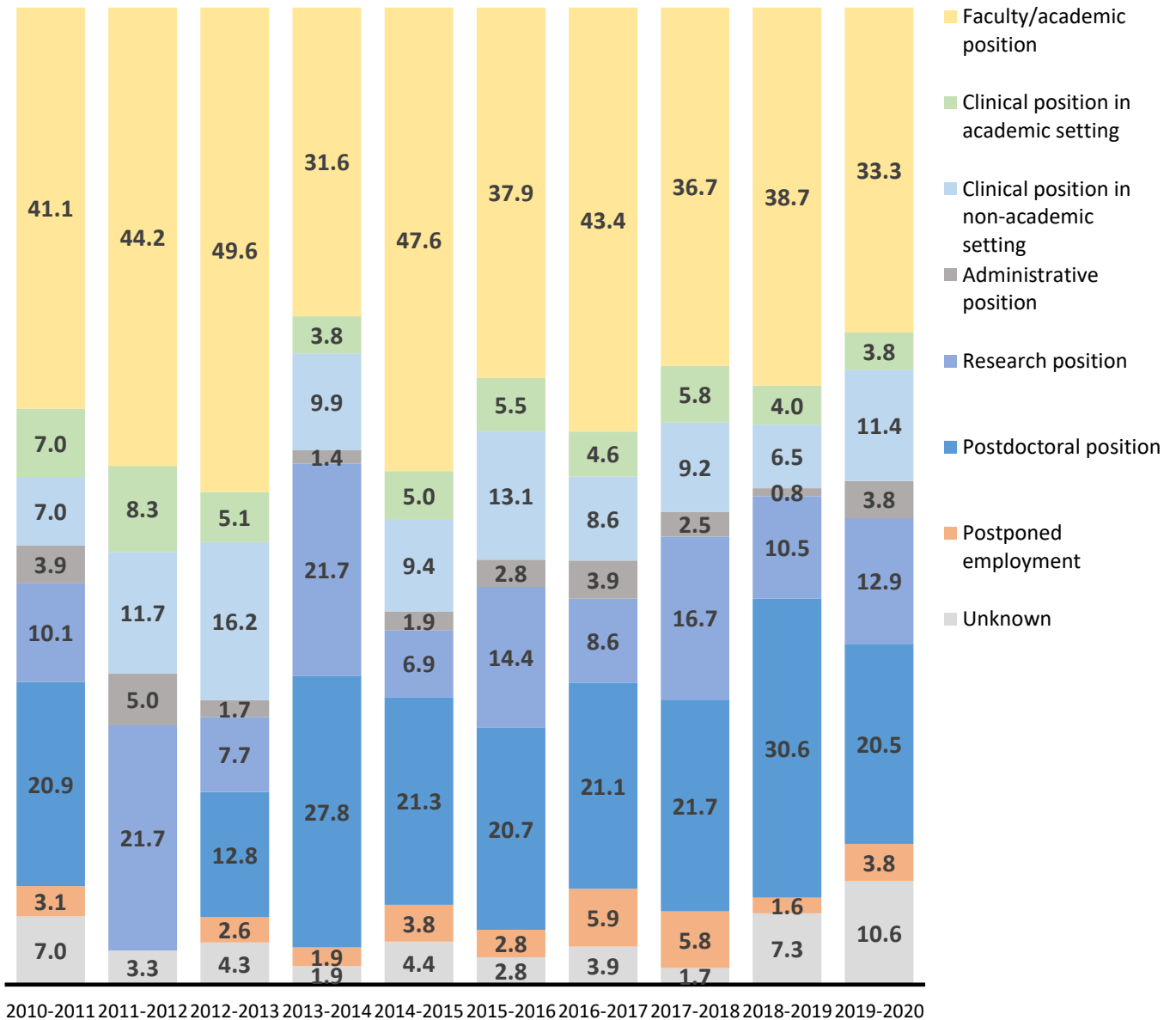
Attrition rates were calculated by adding the total number of research doctoral students enrolled to the number of dropouts, then dividing the number of dropouts by the total enrollment and dropout sum. For example, 857 research doctoral students were enrolled in 2019-2020 and programs reported that 22 students officially dropped out of the degree program, leaving academic coursework, comprehensive exams, and/or dissertation requirements unfulfilled. The sum of the 857 students enrolled and the 22 dropouts was 879; 22 divided by 879 equals 2.5%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

First Employment for Research Doctoral Graduates

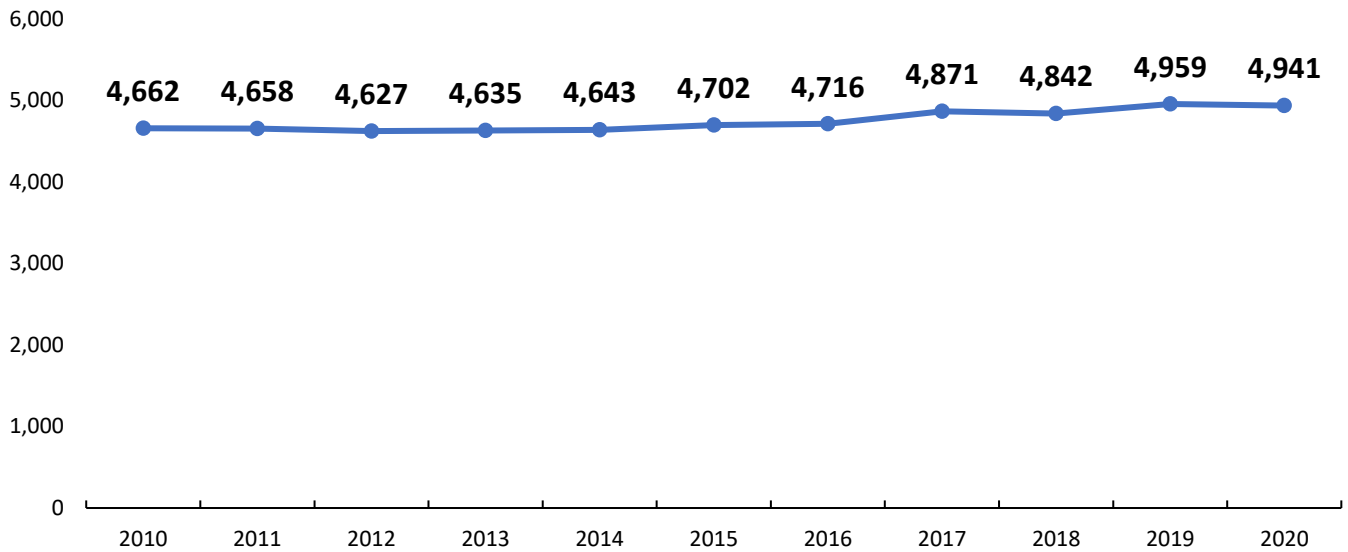
The percentage of research doctoral graduates pursuing a faculty or academic position as their first employment was 33.3% in 2019–2020, averaging 40.4% between 2010–2011 and 2019–2020. Those taking a research position decreased from 16.7% in 2017–2018 to 12.9% in 2019–2020. About one fifth (20.5%) of 2019–2020 research doctoral graduates held a postdoctoral position. Note that the *CSD Education Survey* did not include the “postdoctoral position” and “postponed employment” response options in 2011–2012. These categories were included in subsequent surveys to monitor trends in these areas.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Number of ASHA Members Who Hold a Research Doctorate

Based on ASHA's year-end counts, the number of ASHA members and affiliates who hold a research doctorate (i.e., PhD) increased 6.0% between 2010 and 2020. In 2020, 4,941 individuals held a research doctorate, about the same as in 2018. Note that these data include expected degrees, as well as those already conferred.



Data in the above graph are based on ASHA's [official membership and affiliation counts](#).

The data in this report were gathered through the annual *CSD Education Survey*. The number of institutions responding to the survey varies from year to year. For more information on the *CSD Education Survey* National Aggregate Data Tables, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSDEducationSurvey@asha.org.

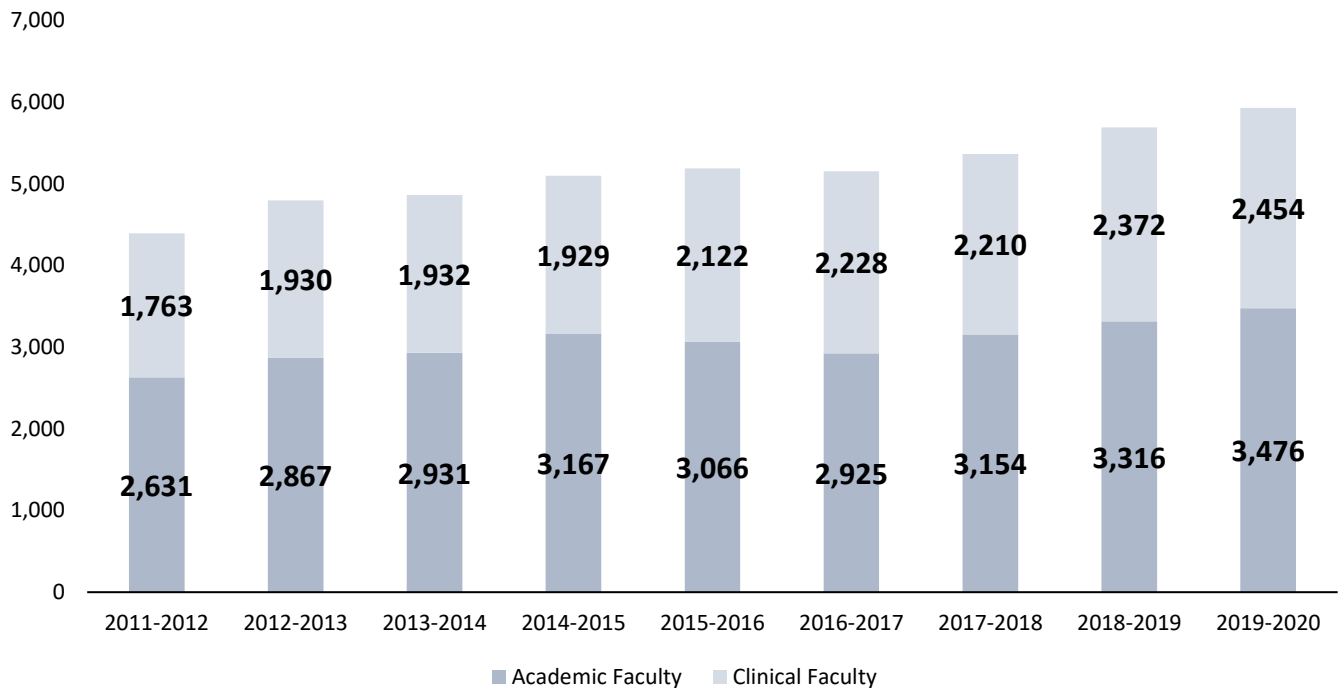


Program Faculty

2011–2012 to 2019–2020

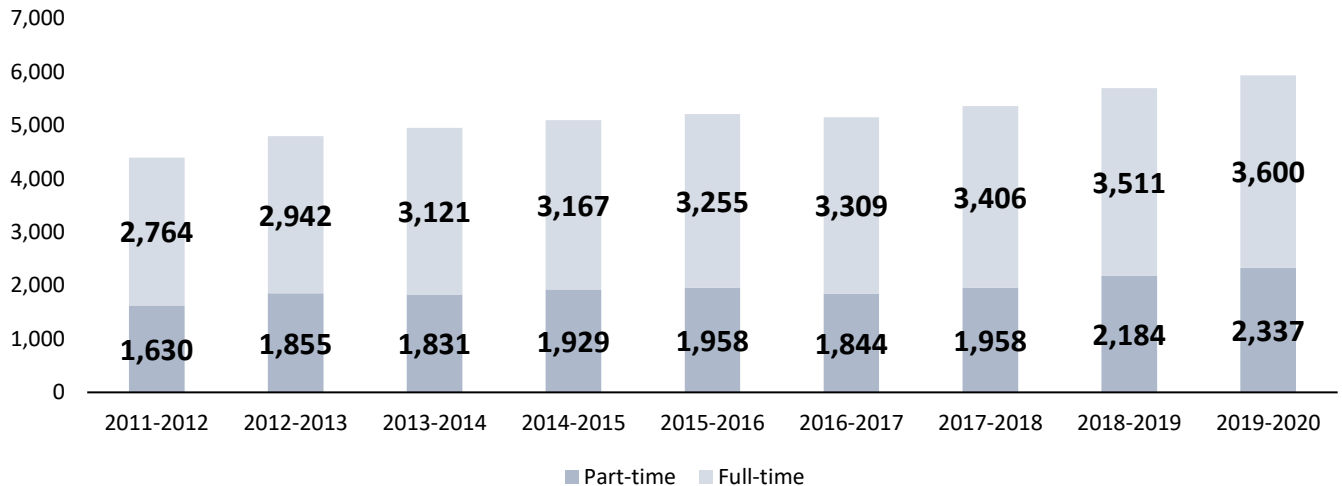
Total Number of Academic and Clinical Faculty

The total number of faculty in communication sciences and disorders (CSD) programs increased from 4,394 in 2011–2012 to 5,930 in 2019–2020. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 91.2% reporting in 2019–2020, which may account for some of the differences in numbers. The proportion of academic faculty to clinical faculty remained about the same over the nine years. Of the total, 59.9% were academic faculty in 2011–2012, and 58.6% were academic faculty in 2019–2020.



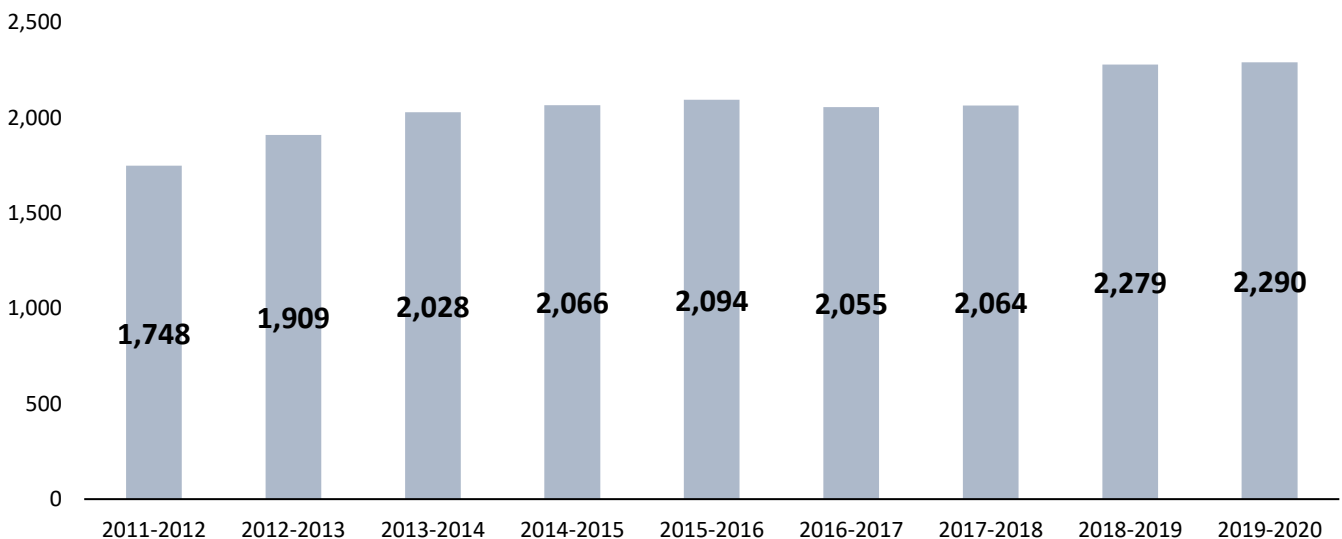
Number of Full- and Part-Time Faculty

Full-time faculty comprised about two-thirds of all faculty employed in CSD education programs in 2019-2020. The proportion of full-time faculty to part-time faculty remained about the same over the nine-year academic period (2011-2012 to 2019-2020). Of the total, 62.9% were full-time faculty in 2011–2012, and 60.6% were full-time faculty in 2019-2020.



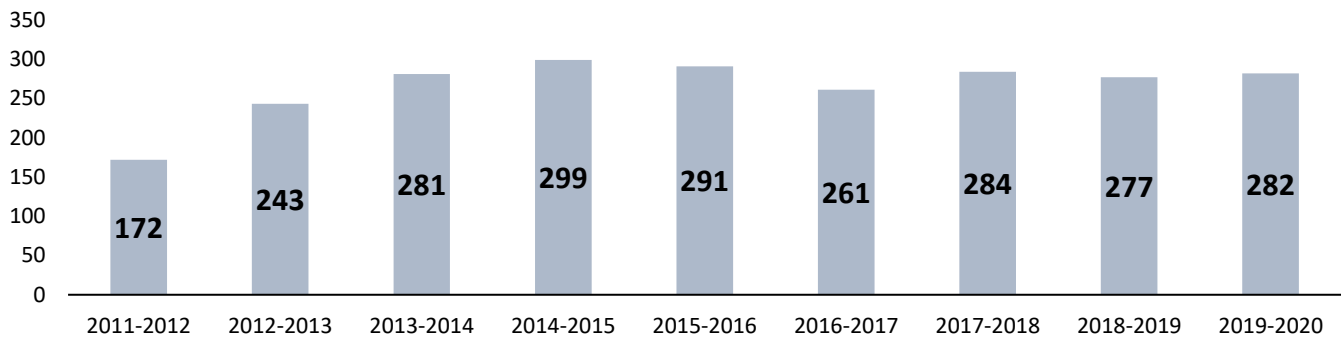
Number of Faculty with Research Doctoral Degrees

The number of faculty with research doctoral degrees increased from 1,748 in 2011–2012 to 2,290 in 2019–2020. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 91.2% reporting in 2019–2020, which may account for some of the differences in numbers. Of the 2,290 faculty with research doctoral degrees, 1,244 were in speech-language pathology, 321 in audiology, 235 in speech/ language science, 119 in hearing science, and 371 in another area of study.



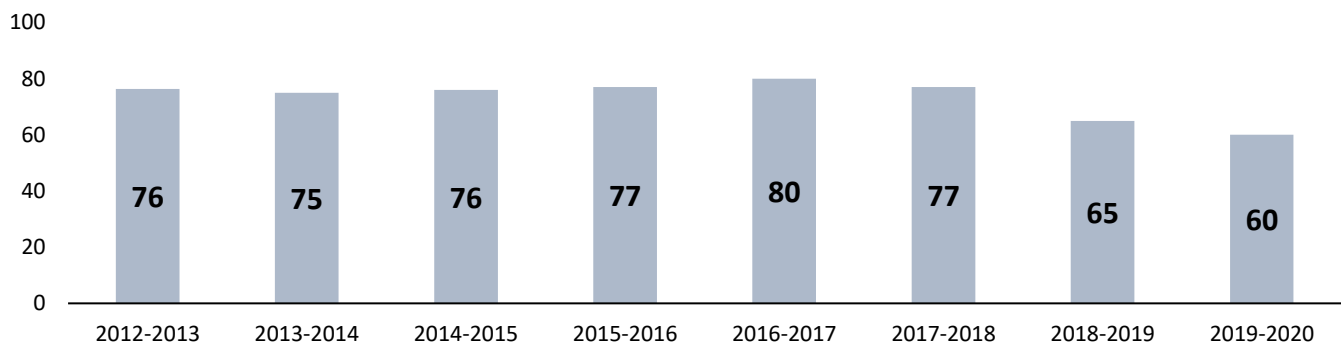
Number of Full Time Faculty Openings

The total number of full time faculty openings averaged 266 between 2011-2012 and 2019-2020. Of the 282 full time faculty openings in 2019-2020, 34 were in audiology, 191 in speech-language pathology, 8 in hearing sciences, 30 in speech/ language sciences, and 19 in no specific area of study.



Percent of Faculty Searches Filled

The percent of faculty positions filled averaged 73% over the last eight academic years, ranging from 60% in the most recent academic year (2019-2020) to 80% in 2016-2017. In 2019-2020, 140 of the 233 faculty searches conducted resulted in the position being filled; 21 of the 29 audiology positions, 98 of the 167 speech-language pathology positions, 2 of the 5 hearing sciences positions, 10 of the 15 speech/ language sciences positions, and 9 of the 17 positions in no specific area of study. Note that data are not presented for the 2011-2012 academic year because the total number of positions filled exceeded that of the total number of faculty searches conducted.



Note: The data presented in the above graph have been revised to more accurately reflect the percent of faculty searches filled. Previously published Trend Reports (2012-2013 to 2017-2018) used the total number of searches conducted as the denominator. The total number of searches did not equate to the sum of the number of filled and unfilled positions, the latter of which was typically greater than the total number of searches. Percentages have been recalculated using the sum of the number of filled and unfilled positions as the denominator.

The data in this report were gathered through the annual *Communication Sciences and Disorders (CSD) Education Survey*. The number of institutions responding to the survey varies from year to year. Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs. For more information on the *CSD Education Survey National Aggregate Data Tables*, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSDEducationSurvey@asha.org.